DOCUMENT RESUME

ED 477 739 SO 034 679

TITLE	International Bureau of Education--Overview and Strategy, 2002-2007.
INSTITUTION	International Bureau of Education, Geneva (Switzerland).
PUB DATE	2003-00-00
NOTE	50p.; Color photographs and text may not reproduce adequately.
AVAILABLE FROM	International Bureau of Education, UNESCO, 15 route des Morillons, 1218 Grand-Saconnex, Geneva, Switzerland. Tel: 41-22-917-78-00; Fax: 41-22-917-78-01; Web site: http://www.ibe.unesco.org.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS	*Curriculum Development; *Educational Change; *Educational Strategies; *Equal Education; Humanitarianism; Models
IDENTIFIERS	*International Bureau of Education; UNESCO

ABSTRACT

The International Bureau of Education (IBE) is an academic institute directed toward empowering educational activities in the field. Since 1969, the IBE has been an integral part of the United Nations Educational, Scientific and Cultural Organization (UNESCO), while retaining wide intellectual and functional autonomy. In 1999, the IBE became the UNESCO institute responsible for educational contents, methods, and teaching/learning strategies through curriculum development. Currently, the IBE works toward achieving Education for All, aiming to ensure that Education for All contributes to living together in peace, to development, and to justice. This overview and strategy booklet contains 12 sections: (1) "World Trends and Educational Challenges"; (2) "New Educational Models Required"; (3) "How to Promote Curriculum Development Processes That Improve the Quality of Education"; (4) "Curriculum as a Tool for Educational Change"; (5) "Making an International Contribution to Educational Quality; (6) "Education and the Interests of Humanity"; (7) "Role of the IBE within the Framework of the UNESCO Medium-Term Strategy"; (8) "IBE Strategy of Capacity Building for Curriculum Development"; (9) "IBE Strategy of Disseminating Innovations and Analysing Trends"; (10) "IBE Strategy of Facilitating and Promoting Dialogue for Policy-Making"; (11) "Country Co-operation on Curriculum Development"; and (12) "Curricula and HIV/AIDS." (BT)

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International Bureau of Education

Overview and Strategy

2003 - 2007

UNESCO

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Overview and Strategy

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The International Bureau of Education:

a field-oriented institute to promote learning for living together through curriculum development

The International Bureau of Education (IBE) was founded in Geneva as a private, non-governmental organization in 1925. In 1929, under new statutes, the IBE extended membership to governments. It therefore became the first intergovernmental organization in the field of education. The name of Jean Piaget became closely associated with the organization, which he led for almost forty years. Since 1969 the IBE has been an integral part of UNESCO—the United Nations Educational, Scientific and Cultural Organization—while retaining wide intellectual and functional autonomy. In 1999 the IBE became the UNESCO institute responsible for educational contents, methods and teaching/learning strategies through curriculum development.

The IBE is an academic institute whose activities are directed towards empowering educational activities in the field.

It is at the service of UNESCO Member States, local governments, universities and non-governmental organizations. Its purpose is to help its partners make, assess and develop educational curricula. It focuses on learning to live together.

On behalf of the Ministry of National Education, Youth and Sport of the Czech Republic and of UNESCO, the IBE administers the Comenius Medal. This medal was created in 1992 on the occasion of the 400th anniversary of the birth of Jan Amos Comenius to reward outstanding achievements and innovations in the fields of teaching and educational research, and to commemorate Comenius' spiritual heritage.

The IBE is governed by a Council consisting of twenty-eight Member States elected by the General Conference of UNESCO. The Council approves the IBE's programme and budget proposals, submits them to the UNESCO Executive Board and General Conference, and takes steps to ensure the consistency and the integration of its priorities and programmes with those approved by the General Conference. The Director-General of UNESCO either attends or is represented at the meetings of the IBE Council.

The present list of Member States making up the IBE Council can be found on the IBE's website: www.ibe.unesco.org/

John Daniel, UNESCO's Assistant Director-General for Education, presents the Comenius Medal to Thomas Ango Bediako (Ghana), 6 September 2001

From the Director of the IBE

The twentieth century was the century of universal schooling. In 1998, 84% of children throughout the world already attended a school. Investments in education had increased considerably relative to previous decades. In 1990, they constituted between 0.8% and 2.2% of the gross domestic product of different countries. In 1998 they rose to a range from 1.3% to 2.5%, although efforts are still necessary to include the excluded. The international community, nations and families have acknowledged the need to make progress towards achieving Education for All.

However... is that really a worthwhile aim? During that same century humanity killed more than 180 million of its members. The genocides, the wars and the terrorist acts were in most cases led by people who had received many years of schooling. On the other hand, without schooling there can be neither development nor equity and social cohesion. The real question, then, is not whether it is worthwhile to continue struggling for Education for All, but rather how to ensure that Education for All contributes to living together in peace, to development and to justice.

One way of achieving such education is to focus on action, capacity building, policy dialogue and research aimed at ensuring legitimate and sustainable processes of educational change with a view to improving its contents, methods and structures, mainly through curriculum development. The International Bureau of Education is undertaking its medium-term strategy with the aim of contributing to this process of improvement.

Cecilia Braslavsky

World trends and educational challenges

All nations and almost all human beings are now strongly interdependent. This fact has sharpened and amplified a number of educational challenges. People are expecting education to provide them with capacities for making a living, for political and cultural participation, for analysis, for autonomy, for self-controlled learning and for making responsible choices.

Some of these challenges are: lifelong learning and re-learning new knowledge and skills; learning how to live together; supporting diverse cultural identities and cross-cultural education. The task of reaching educationally those who have remained or have become marginalized and to contribute to social cohesion is a paramount challenge in a world where poverty and inequities frequently grow worse.

The needs of democracies and the need for promoting new ways of participating in public life, as well as the challenge posed by violence, all urgently require enormous educational efforts. They require: education for citizenship; education that discourages chauvinisms and intolerance; and education that curtails the cognitive, affective, and socio-cultural components of conflicts.

The importance of science and technology in all aspects of life today continues to grow. Science and technology and various issues arising from them are also a major source of educational challenges. We refer to the challenges that arise, for example, from genetic technology and from the unexpected environmental impacts of industrialization. Thus, new choices are required making it imperative to strengthen the relationship between scientific and technical development and the ethics of the common good. Already, it is expected that education should help people to become and remain scientifically literate.

Information and communications technologies have rapidly changed almost all societies. Public communications media have become widespread and more influential. They risk being merely expressions of economic interests, and new forms of manipulation. However, they are also becoming potentially more interactive and educational. Societies are now needing and expecting results from education systems, such as a reduction of the 'digital divide'—the capacities for using the information available through modern media and information technologies.

Education towards responsible choices is also expected to be knowledge-based and ethics-based, and not simply the means of ensuring the transfer of accurate information.

Photos. Top: UNESCO/World Bank/Chernush
Bottom: UNESCO/P.G. Scarlandis

New educational models required

New ways of looking at education are needed: new root models or paradigms. All the previously mentioned global trends and developments require us to make special efforts to cope with the changes to try and reverse or redirect them, or take advantage of them. What the world presents us with is a set of new challenges, even to ways of thinking about education. What are the future directions for humankind? What content for education? What frameworks and strategies for teaching? How and what is one to learn? What new approaches will be equitable and inclusive? What educational structures and systems are required? What school organization?

The way in which most of the world looks at education, the way in which education systems respond to such questions, is still basically a relic of the nineteenth century. Those visions have mostly been stretched to their limit. New visions are needed. There are encouraging reports of initiatives that innovate, that re-shape education, and that reform education systems. These must be used as a source of inspiration.

Humanity is newly redefining its own future and, to fulfil some of the crucial roles in this process, education must raise standards of quality and seek new directions. Education is faced with the need for learners to cope with their own development and with the problems of everyday life, but also it has to successfully foster conviviality – living together in mutual fulfilment in the face of differences. It has to prepare effectively for a shared, sustainable future that is based on the values of life, peace, human rights, collective prosperity, inclusion, co-operation, solidarity and justice. It has to develop effective approaches and innovations to attack poverty and to prevent war, partly through the integral development of individual human beings and communities.

It takes empowerment and ownership of change to achieve effective approaches and results. Both unleash people's potential. This is the path to educational innovation that is responsive, globally and locally relevant, sustained, high quality, and creative. Empowerment and ownership of change can be applied in the education sector at all levels – from school to national and regional bodies – to ensure that education systems can cope with a changing world. Empowerment and ownership of change may also be the key to ensuring universal access to education, and to help guarantee Education for All as a universal human right.

How to promote curriculum development processes that improve the quality of education

The IBE is concerned especially with the promotion of the process of *learning* through the integral development of all persons and communities.

The major challenge for the IBE is to promote relevant quality education, resulting in learning to live together, economic and social development, social cohesion and peace. The IBE helps to create some of the required conditions and learning experiences for this. It functions especially through the promotion of pertinent curricula. The IBE uses the definition of curricula both as a set of products and processes (see page 10).

Curricula, including syllabi and textbooks, need to be assessed and maintained. Where curricula are only information-centred and based on knowledge transfer, they may need to be revised. They should give way to more balanced curricula, where this would be locally appropriate. In these, the aim would be to acquire competencies and to satisfy the learning needs of persons, societies and humanity. Such a paradigm shift represents a key challenge for curriculum developers at all levels.

Where curriculum making and development processes are top-down, they may need to give way to a different kind of change process. As soon as local conditions permit, the curriculum making and development processes need to become neither entirely top-down nor exclusively bottom-up, but rather, synergistic.

Decision-makers in ministries and education departments, just as much as people taking decisions at the school and community levels, would be expected to initiate and to contribute to curricula and curriculum implementation work. The contributions from the top and those from the bottom would be articulated so that they become consistent and complementary with one another. Organizing wide participatory stakeholder involvement and consultation processes is one of the ways of enhancing relevance, generating new energies and a wide sense of ownership that may lead to decreasing conflict and inequity.

What about the general *perspective on change* held by social and educational policy makers and curriculum developers? Open outlooks are required within any geographical region. These would be perspectives that are enriched, inspired, challenged or helped by persons, institutions, theories, research results and good practices from diverse parts of the country and from other countries, within and outside the geographical region involved.

The curriculum as a tool for educational change

The history of education shows us that the term 'curriculum' was originally related to the concept of a course of studies followed by a pupil in a teaching institution. The concept of 'curriculum' was used in the English-speaking tradition as equivalent to the concept of *programme d'études*. Nevertheless, in recent decades, the concept of curriculum has evolved and gained importance.

The term curriculum is mostly used to refer to the existing contract between society, the State and educational professionals with regard to the educational experiences that learners should and in fact do undergo during a certain phase of their lives. For the majority of authors and experts, the curriculum defines: (i) why; (ii) what; (iii) when; (iv) where; (v) how; and (vi) with whom the learning is to take place.

The curriculum defines: the foundations and contents of education; their sequencing in relation to the amount of time available for the learning experiences; the characteristics of the teaching institutions; the characteristics of the learning experiences, in particular from the point of view of methods to be used; the resources for learning and teaching, such as textbooks and new technologies; evaluation; and teachers' profiles.

Originally, the curriculum was considered as the product of a technical process. In other words, it was seen as a document prepared by experts, depending on the state of the art of disciplinary and pedagogical knowledge. Nowadays, it is considered both as a product and a process. It is also seen as a product and a process that embodies, on the one hand, a technical or professional dimension, and, on the other, a cultural dimension.

Indeed, the curriculum relates to the connections between the goals of education and everyday life in learning institutions, schools, colleges and universities. It defines what 'counts as valid knowledge'. It helps to give meaning to education.

With regard to the material expression of curricula in a narrow sense, i.e. the official curriculum or documents adopted by the educational authorities, these texts are increasingly flexible and open to teachers' interpretations. One of the results of this flexibility has been that the notion of curriculum as a product has become more closely linked with the idea of curriculum as a process. This linkage shapes the formal or official curriculum, but it also describes the implementation.

Nowadays, we are thus seeing interesting and complex relationships between curricular documents and a number of processes, such as the curriculum making, development or implementation processes, and the various educational, cultural and social processes with which the curriculum interacts. These interactions need to be studied and to be used to enhance the quality of education and the quality of our living together.

The Millennium Development Goals

In September 2000, at the United Nations Millennium Summit, world leaders agreed to a set of time-bound and measurable goals and targets—Millennium Development Goals—which are to be achieved by 2015: (1) Halve extreme poverty and hunger; (2) Achieve universal primary education; (3) Empower women; (4) Promote equality between women and men; (5) Reduce mortality of children under-5 years by two-thirds; (6) Reduce maternal mortality by three-quarters; (7) Reverse the spread of killer diseases; (8) especially HIV/AIDS and malaria; (9) Ensure environmental sustainability; (10) Create a global partnership for development; (11) with targets for aid, trade and debt relief.

It is the responsibility of all international agencies, including the IBE, to help achieve these goals.

The work of the IBE overlaps directly with those goals relating to universal primary education and HIV/AIDS. The Millennium Declaration of the UN Summit also outlined a consensus 'road map' on how to proceed, with a stronger focus on human rights, good governance and democracy.

Making an international contribution to educational quality

Educational quality has to be promoted at national and international levels. The IBE is an actor within UNESCO to facilitate and support, through international collaboration, such renewed learning processes, curriculum development and perspectives on educational change. Those three components are interdependent and interrelated to many others. For all of them, the stakeholders of education—including children, parents and communities, as well as teachers and other educators and policy-makers—often need new international, open ways of thinking and interacting.

In order to make a significant contribution to persons and societies in today's world, and in order to create responsive, locally- and globally-relevant and sustainable education systems, what is required is a concentration on the satisfaction of educational needs, and a variety of approaches that reach the unreached according to each context.

Self-empowerment among educators and educational decision-makers is necessary. This is the challenge of mastering the required competencies and information so that they can visualize more options and will be able to formulate and implement them in curricula and in curriculum development strategies. This mastery, in any country, takes place better when certain factors are present. Among these factors are: the easy availability of information on relevant developments elsewhere; case studies on successful and unsuccessful experiences; appraised curriculum documents and validated working tools; available analysis of trends using such information; and the circulation of innovative ideas that may be locally generated or externally borrowed.

The inspiration and assistance for curricular change in any country often comes from other countries. There is thus the need for in-depth sharing of knowledge and capacities of adapting and using (or rejecting) models from elsewhere, according to local needs.

Various types of network-related activities are thus useful, and some are already taking place. Networks among professionals and their institutions are a mechanism for facilitating and enhancing such work. IBE networks are international, and have regional foci and partners. They share knowledge and capacities. Some of them are able to act co-operatively on curriculum development.

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Above: UNICEF/HQ96-0481/Alejandro Balaguer;
Opposite: UNICEF/5386/John Isaac

Education for All: the six Dakar Goals adopted by the international community, 2000

1. **Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.**
2. **Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.**
3. **Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.**
4. **Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.**
5. **Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.**
6. **Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills.**

The contribution of the IBE to 'Education for All'

The international community has decided to take a strong stand on ensuring education for all within a limited number of years, and to invest in rapid progress in this direction. Six priority goals have been agreed upon at a key world conference in Dakar, Senegal, in April 2000, mostly about ensuring that everybody goes to school, stays there for the obligatory period, and satisfies at least the basic learning needs. Attracting and retaining people at school depends on a number of factors. Several studies* on the development of education worldwide agree in highlighting the facts that:

- it is mainly at school that the majority of people learn reading, writing, and numeracy and acquire the capacities they need for daily life;
- the contents and the methods of education being used at school are two of the factors that determine the retention of students in schools.

The activities of the IBE, that is the capacity-building, information sharing, trend analysis and policy dialogue work all oriented towards improving curricula and educational policies, contribute to the accomplishment of the six EFA goals.

Curricular products, as well as curriculum-making and development processes are essential to improve the capacities of schools and nations to retain students at school. At the heart of the issue of inclusive, relevant, quality education are the policy-related and curriculum-related questions: what basic educational needs and other learnings should one attempt to achieve nationally and in diverse local contexts? How should this be done while keeping all the students in school?

The work of the IBE therefore complements the many contributions of UNESCO and other agencies towards the same goals.

* For example: Watkins, K., *The Oxfam education report*, Oxford, UK, Oxfam, 2000; *Education now: break the cycle of poverty*, Oxford, UK, Oxfam, 1999; Organisation for Economic Co-operation and Development, Programme for International Student Assessment, *Knowledge and skills for life: first results from PISA 2000*, Paris, OECD, 2001. (Education and skills, p. 235-236.)

Education and the interests of humanity

While the IBE is statutorily concerned with the contents, methods and structures of education, it does not promote specific content, methods or structures, but assists curriculum development processes and specialists in situations where contents, methods and structures are being chosen or formulated. However, there is one area in which UNESCO and the IBE are committed to promote specific content. Their strategy and mandate require them to promote universally held values.

In fact, equity and harmony have already seriously broken down in several areas that are of interest to humanity as a whole. The levels of commitment of people to humankind have not undone the damage. The damage includes children dying in their millions from hunger and disease, marginalized illiterate children, poverty, degradation of the environment, preventable diseases and the continued use of violence. These and a number of other issues await sufficient commitment. The reflection of allegiance to humanity and to our unique planet through major curricular norms and objectives is long overdue.

Some norms are internationally codified, such as those in the Universal Declaration of Human Rights and the Convention on the Rights of the Child. They need to be promoted and translated into practice in schools.

The IBE is working towards their promotion through curricula. It also helps to strengthen basic consensus on the contents and frameworks of education to support the interests of humanity. The Conclusions of the forty-sixth session of the International Conference on Education, organized by the IBE on behalf of UNESCO, are a good example of this. They are a source of inspiration on policy dialogue, re-inventing education and innovation.

Photo: UNICEF/HQ96-0168/Giacomo Pirozzi

The role of the IBE within the framework of the UNESCO medium-term strategy

The most recent mandate of the IBE was received from the thirtieth session of the General Conference of UNESCO in September 1999, and confirmed at the thirty-first session of the General Conference in 2001. Its mandate determines that the IBE acts in the area of contents and methods of education, with a special emphasis on curricular development processes. This mission is embedded in the strategy of UNESCO, and contributes especially to the priority of Education for All in the twenty-first century.

The strategy of the IBE is part of the strategy of UNESCO as a whole (see page 16), and especially that of the Education Sector. A policy priority of the IBE in carrying out this strategy is to contribute to the Education for All goals of the international community inspired at Jomtien and formulated at Dakar (see boxes on page 13).

This is being achieved through three basic programmes and a number of cross-cutting projects or programmes of curriculum development and education for living together.

As an integral part of UNESCO, the IBE benefits from and works through the wide institutional network of UNESCO field offices and institutes, as well as a number of other relevant partners of the United Nations, such as UNICEF, UNAIDS and others.

As a UNESCO institute, the IBE counts on considerable functional and intellectual autonomy.

IBE actions in the framework of the UNESCO strategy

All IBE activities are contributions to the effective implementation of UNESCO's strategy.

Education for All—implementing the Framework for Action

1. *Promoting and implementing the right to education:* The most accurate and agreeable contents and methods contribute to retaining children and adolescents at school.
2. *Ensuring gender equality in education:* Gender awareness in curricula and learning experiences are needed to ensure gender equity.
3. *Promoting lifelong learning through literacy and non-formal education:* Lifelong learning is possible if children and adolescents 'learn to learn' at school.
4. ***Improving the quality of education:*** Updated contents, methods and structures are some of the principal conditions to improve the quality of education. The characteristics of curriculum-making and development processes are strongly linked to the real curriculum used in the school. The IBE promotes curriculum making, development and assessment processes that provide more chances of ownership on the part of teachers and of an impact in high-quality learning outcomes.
5. *Education and HIV/AIDs:* The IBE acts as a clearing-house on the contents of education for HIV/AIDs prevention and promotes the mainstreaming of this education.

Supporting the international EFA strategy

1. *Supporting international, regional and national mechanisms:* The IBE assists societies in their reform processes.
2. *Supporting education in countries in crisis and undergoing reconstruction:* One of its foci is action-research on curriculum development for social cohesion in post-conflict societies.
3. *Facilitating regional and sub-regional mechanisms and forums.*
4. *Facilitating communication and advocacy.*
5. ***Promoting EFA in selected E9 countries (Brazil, India, and Nigeria).***
6. *Disseminating information on EFA in PROSPECTS and in its newsletter;* and
7. *Supporting the EFA Global Monitoring Report and the EFA Observatory through annual thematic trend papers and documents.*

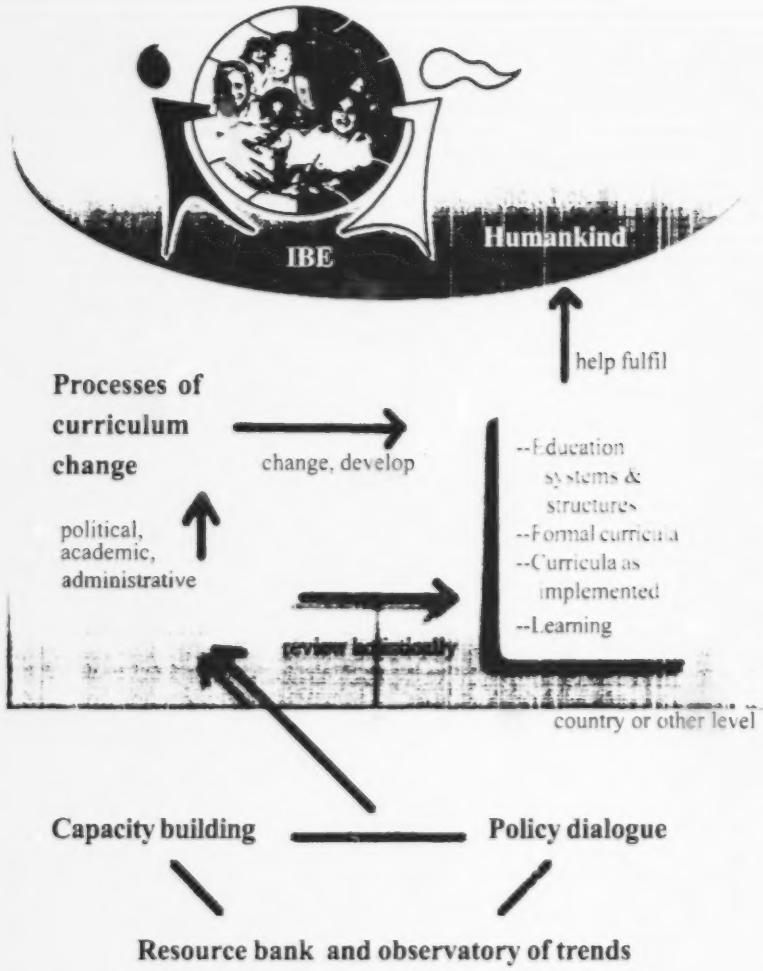
Building learning societies: beyond universal primary education

1. ***Renewing secondary education and science education:*** reform in selecting and organizing contents and the renewal of methods are some of the challenges that the IBE contributes to addressing in co-operation with other UNESCO institutes and centres and with partner universities. The forty-seventh session of the International Conference on Education, to be held by UNESCO-IBE in Geneva, will focus on youth and education
2. *Reforming technical and vocational education for citizenship and the world of work:* Curriculum reform processes promoted by the IBE concern vocational education, in co-operation with other UNESCO centres and institutes.
3. *Supporting teachers and educational personnel in a changing world:* The IBE provides methodologies and tools for school-based curriculum development through the empowerment of teachers and educational personnel.

Education and globalization:

Interpreting the implications of globalization for education systems is one of the major challenges of the IBE's analysis of trends and capacity-building activities.

Diagram of overall strategy of IBE



The three basic programmes of the IBE

The IBE strategy of capacity building for curriculum development

The curriculum is one crucial component of any educational process. The IBE's Capacity-Building Programme aims to strengthen the competences for the management of curriculum development among decision-makers, specialists, researchers and practitioners. It is guided by an emphasis on education as learning to live together, and on the strengthening of social cohesion. The strategic aims in this area are:

- To reinforce *regional networking* through collaborative projects. Networking is promoted among curriculum specialists who have leadership, management and operational functions at various levels: national, provincial and local.
- To create and support an *International Network of Curriculum Development Bodies*, such as departments, institutes and commissions. This inter-institutional network is oriented to the sharing of experiences, the dissemination of research findings and the promotion of co-operation
- To enhance *collaborative action-research projects*. These relate to processes of curriculum policy change, including their outcomes and implementation.
- To support *on-the-job training in curriculum development*, both through the provision of training in the management of curriculum change and through collaboration in developing training materials. Such materials include comparative case-study-based materials that can be adapted and integrated into existing training programmes for curriculum specialists worldwide.
- To contribute to *professional training for young professionals* who expect later to carry out research on curriculum issues or to become professionally involved in curriculum development processes. The young professionals are trained through internships, short training courses and research programmes in collaboration with academic institutions.

The IBE is engaged in fostering synergy and mutual enrichment among professionals and educational institutions involved in curriculum-making, research and development. As concepts, experiences and best practices are shared, this work fosters skills in this area of expertise within individuals and also institutional capability within their institutions.

In 1998, the IBE initiated a process of capacity-building in the area of curriculum development involving seminars and workshops in all major regions and sub-regions of the world. These activities have helped to document current trends and needs relative to the adaptation, revision and reform of curricula in different regions. Specialists and their institutions expressed their needs to enhance professional knowledge, to establish links with more experienced professionals elsewhere, to be granted access to and develop conceptual and practical tools, and to be given opportunities for professional development.

The capacity-building activities of the Bureau are aimed at addressing these needs and contributing to create significant case studies of curriculum reform processes in different contexts, as well as training tools.

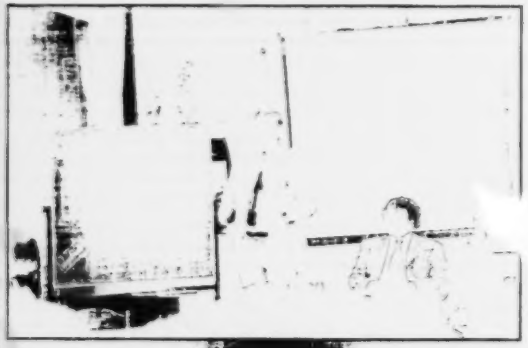
The IBE has conducted a survey to identify specialists and it maintains a global professional information management service. This facility serves to identify expertise that is appropriate for specific cases.

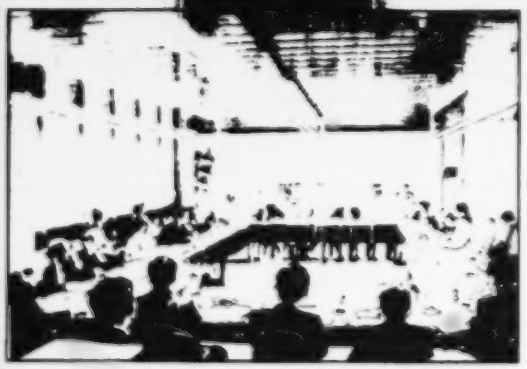
In the context of such a network of specialists who practise or study curricular development, the roles of the IBE include those of facilitator of training and capacity-building, catalyst of information flow, and clearing-house for expertise.

The IBE's Capacity-Building Programme is mainly supported by the Swiss Confederation. In this Basic Programme, the IBE also co-operates with many other partners (see boxes on pages 21 and 22), and with the Universities of Antioquia (Colombia), Dijon, Nice and Grenoble (France), Bergamo (Italy), Ljubljana (Slovenia), Malta, Pretoria (South Africa), Zurich (Switzerland), and Kent State and Syracuse (United States of America). Three very relevant local partners are the Faculty of Psychology and Educational Sciences (FPSE) and the University Institute for Development Studies (IUED) of the University of Geneva, and the Educational Research Service (SRED) of the Canton and Republic of Geneva.

Outputs for 2002-2007 of the CAPACITY-BUILDING PROGRAMME

- Training modules on cross-disciplinary competencies required by curriculum development specialists.
- Training modules on specific tools useful during curriculum development processes.
- 500 professionals will have undergone a process of professional upgrading of their ability to manage curriculum development in various contexts.
- A world-wide collaboration network among bodies responsible for curriculum development.
- A number of young professionals from a range of cultural and linguistic backgrounds, trained by the IBE and originating from most regions of the world, and able to work in research and action programmes on curriculum development at various levels.
- Various other outcomes from shared projects of collaboration between the IBE and the networked bodies and experts – the results vary according to the nature of the project.





Regional networking and capacity-building: selected activities (1998-2002)

AFRICA

Lagos, Nigeria, 12-16 November 2001
Strategies for teachers coping with new curricula, organized jointly with the Federal Ministry of Education of Nigeria and the UNESCO Abuja Office.

Nairobi, Kenya, 25-29 June 2001
Curriculum development and education for living together : conceptual and managerial challenges in Africa, organized jointly with the Kenya National Commission for UNESCO, the UNESCO Nairobi Office, and UNESCO's Programme of Education for Emergencies and Reconstruction (PEER).

Libreville, Gabon, 23-28 October 2000
Politique de refondation curriculaire, processus de développement curriculaire, réalités locales et défis du XXIe siècle, organized jointly with the Ministry of National Education of Gabon.

ASIA

Vientiane, Laos, 9-13 September 2002
Building up the capacities of curriculum specialists for curriculum reform, organized jointly with the UNESCO Principal Regional Office for Asia and the Pacific in Bangkok, the Lao P.D.R. Ministry of Education, the Lao P.D.R. National Commission for UNESCO. Co-financed by Japanese Funds-in-Trust.

New Delhi, India, 11-23 February 2002
Management of curriculum change, organized jointly with UNESCO New Delhi and NCERT.

Beijing, China, 27-31 March 2000. International workshop on the reform in the teaching of science and technology at primary and secondary level in Asia: comparative references to Europe. Organized jointly with the Chinese National Commission for UNESCO. Co-financed by the Deutsche Stiftung für Internationale Entwicklung.

Bangkok, Thailand, 12-16 December 2000
Training seminar on capacity-building for curriculum specialists in East and South-East Asia, organized jointly with the UNESCO Principal Regional Office for Asia and the Pacific (PROAP), the Thai Ministry of Education. Co-financed by Japanese Funds-in-Trust.

BALTIC SEA REGION

Vilnius, Lithuania, 5-8 December 2001
Curriculum development for social inclusion, organized jointly with the Ministry of Education and Science of the Republic of Lithuania and the Open Society Fund, Lithuania.

Copenhagen, Denmark, 18-19 April 2001
ICE preparatory workshop on Citizenship Education: learning at school and in society, organized and co-financed by the Danish Ministry of Education

SOUTH-EAST EUROPE

Bohinj, Slovenia, 26-28 April 2002
Drafting new curriculum, organized jointly with the Centre for Educational Policy Studies (CEPS), the University of Ljubljana, the South-East European Educational Co-operation Network (SEE-ECN) and the Open Society Education Programme of South-East Europe.

Continued from page 21

THE CARIBBEAN

Havana, Cuba, 15-18 May 2001
Sub-regional Seminar on Curriculum Development for Learning to Live Together, organized jointly with CARNEID (Caribbean Network of Educational Innovation for Development), the UNESCO Havana Office and the Organization of Ibero-American States (OEI).

THE GULF REGION

Muscat, Oman, 17-21 February 2001
The management of curriculum adaptation for curriculum specialists in the Gulf Region, organized jointly with the Omani National Commission for UNESCO and the Omani Ministry of Education.

LATIN AMERICA

Lima, Peru, 25-26 June 2002
International symposium on in-service teacher training, organized by the Ministry of Education, PROFORMA/GTZ (Gesellschaft für Technische Zusammenarbeit, Germany) and the National Pedagogical Institute of Monterrico.
Lima, Peru, 19-23 February 2002
Special workshop on educational reforms in secondary education, organized by the Direction of International Co-operation at the Ministry of Education of Peru.
Montevideo, Uruguay, 27-29 May 2002
Training course on 'The city and education: value for new citizenship', organized by the International Association of Educating Cities, the Municipality of Barcelona and the Municipality of Montevideo.
Santiago de Chile, Chile, 23-27 July 2001
Conference on teacher education from the perspective of the demands of curricular change, organized by the International Council on Education for Teaching (ICET).
Maldonado, Uruguay, 31 July-2 August 2000
Los formadores de jóvenes en América Latina: desafíos, experiencias y propuestas, organized jointly with the Administración Nacional de la Educación Pública (ANEP), Uruguay.
Buenos Aires, Argentina, 2-3 September 1999
Secondary education curriculum in Latin America, organized jointly with the IIEP-Buenos Aires.

THE MEDITERRANEAN

Madrid, Spain, 9-11 October 2000
Meeting of the Working Group on Evaluating Educational Reforms, organized jointly with the National Institute for Quality and Evaluation.
Valletta, Malta, 22-26 November 1999
Organized jointly with the Faculty of Education of the University of Malta, the Socrates Office and the Ministry of Education of Malta.

...anized by the ... on the Palais des ... Valletta, with a panel of teachers from Campana, Argentina

BEST COPY AVAILABLE

Afghanistan: training curriculum developers: an intensive training workshop

conducted in Tehran, Iran, 30 September–12 October 2002

An example of national-level training in curriculum development was the first workshop for the core group of Afghan curriculum developers organized as part of the overall UNESCO project of support for curriculum renewal, textbook development and printing capacity in the Ministry of Education in Afghanistan. The core group included participants from the Ministry of Education, as well as from the University of Kabul.

This first workshop succeeded in:

- Familiarizing the participants with concepts and current international trends and models of curriculum development and renewal, and exposing them to concrete experiences of curriculum development in other countries. As a result, the workshop created a shared knowledge base in curriculum development among the participants that now serves as the foundation for subsequent training.
- Identifying curricular issues to be addressed in educational reconstruction in Afghanistan with a view to promoting the quality of learning. This insight has served to improve the quality of the new curriculum framework, as well as of the process of designing an appropriate action plan for curriculum renewal.

The Iranian National Commission for UNESCO kindly hosted the workshop, providing an excellent opportunity to strengthen the capacity of the core team of Afghan curriculum developers through study visits to a range of educational institutions in Tehran.

Since this first workshop, the IBE, together with UNESCO Kabul and the UNESCO Division of Educational Policies in Paris, with the support of the German Government, has been contributing to curriculum renewal in Afghanistan. It is also co-operating with UNICEF in the field.

A customized study-visit for the National Administration of Public Education, Uruguay, 2001

The National Administration of Public Education of Uruguay (Administración Nacional de la Educación Pública – ANEP) is engaged in a wide process of reform of secondary education in the country. They want to be, at the same time, loyal to the very fruitful educational tradition of the country and open to new experiences. They are aware of the anomalous impacts that can accompany the attempt to transfer a model from elsewhere without a real awareness of the roots of the model in the culture where it originated.

Thus, they requested the IBE to organize a study visit to different countries with different models of upper secondary education. Jointly with the Inter-American Bank (Banco Interamericano de Desarrollo) and with the interested team, the IBE chose four different cases of upper secondary education in Europe. The IBE then organized an intensive study visit for the political and technical authorities of the country that are responsible for developing a new concept for upper secondary education in Uruguay.

The selected host countries were the Netherlands, France, Spain (a non-governmental initiative) and Scotland. The co-operation of the UNESCO National Commissions in those countries and of the NGO Columbus was an important component in a successful experience. The visit enabled the team from Uruguay to come into contact with a diversity of solutions to the challenge of guaranteeing education for all young people.

Linking policy dialogue and capacity building in Brazil and abroad

for 15,000 participants through the use of new communication technologies - 2001-2003

In the context of follow-up to the forty-sixth session of the International Conference on Education (ICE, Geneva, September 2001), the IBE and certain partner agencies developed a conceptual framework for the II Telecongresso de Educação de Jovens e Adultos (the second Telecongress for the Education of Young People and Adults). The major organizing partners were UNESCO Brasilia Office and the Brazilian Serviço Social de Indústria (SESI). The University of Brasilia also contributed to the success of this event.

The Congress was then held simultaneously in more than 200 focal points in Brazil and one focal point in Geneva using new communication technologies. The 'II Telecongresso' involved more than 15,000 participants and can be considered as a model of wide-scale promotion of educational innovations, best practices and policy dialogue. It should be examined as a possible model for replication in other countries, especially highly-populated ones.

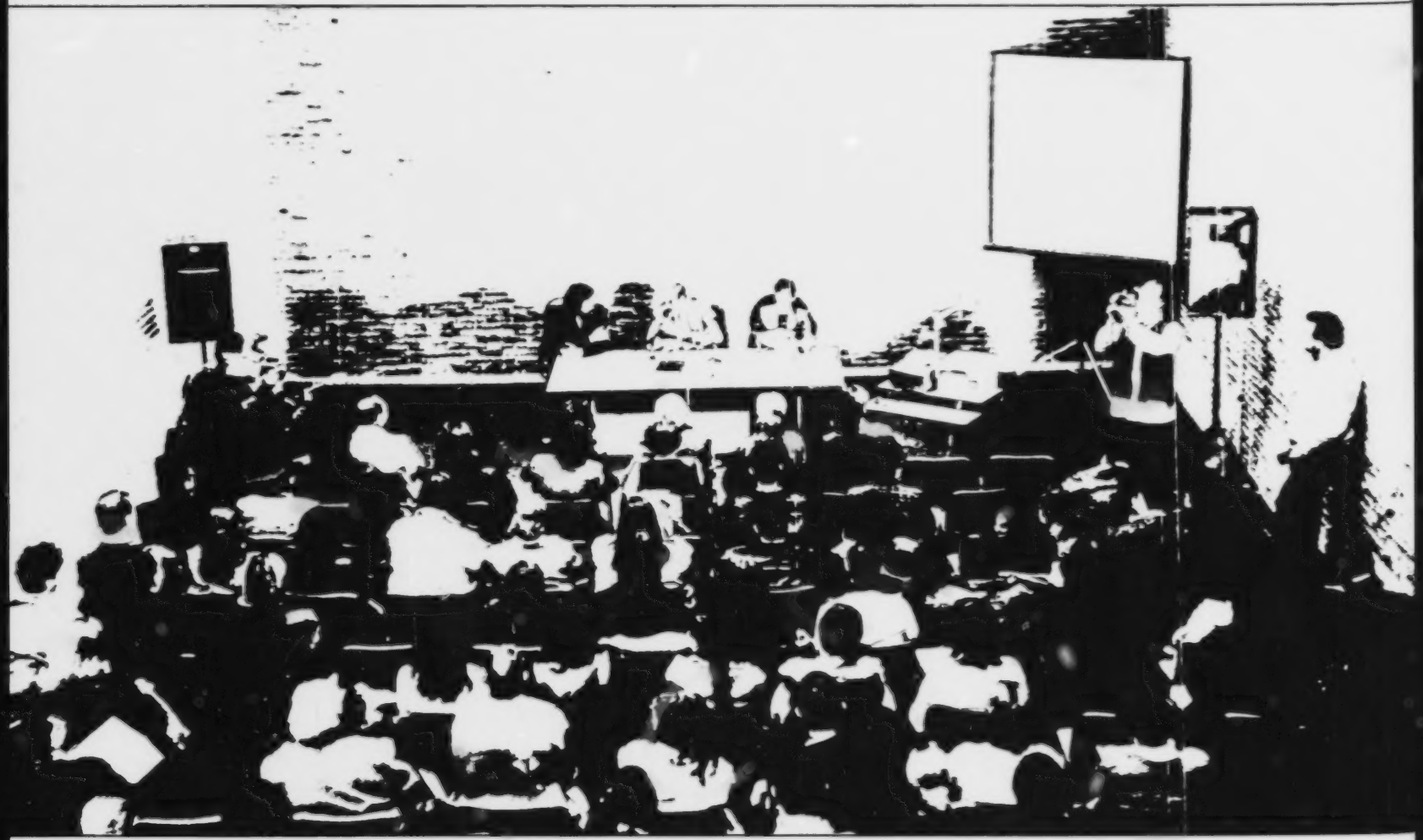
The link to the focal point in Geneva took the form of a video-conference with Brasilia in collaboration with the Summer University for Human Rights and the Right to Education. The link was established on 16 August 2002 with the Palais des Nations, Geneva. More than 100 young practitioners and researchers from NGOs in more than forty countries took part. Representatives of Education International and of the Conference of Ministries of Education of Switzerland joined the panel on 'Learning to live together: creating respect for pluralism, mutual understanding and peace'.

The central theme of the III Telecongresso de Educação de Jovens e Adultos is related to the World Summit on the Information Society, and is one of the major preparatory events of the forty-seventh International Conference on Education.

IBE co-operation on curriculum development: Kosovo, 2000-2001

Technical assistance in curriculum development was provided to a core team of curriculum specialists from Kosovo within the framework of an agreement among the Department of Education and Sciences of the United Nations Mission in Kosovo (DOES/UNMIK), UNICEF-Kosovo and the IBE.

The main purpose of this co-operation was to acquaint members of the newly-established core team of curriculum developers with principles, approaches and the methodology required for the development and management of curriculum design. An intensive training workshop at the IBE in Geneva, in December 2000, on 'Curriculum development' and an international seminar at Pristina, in May 2001, on 'Case studies in curriculum development: contributions to the Kosovo education reform' were organized as part of the support by the IBE for the development of competencies required for the development of a new General Curriculum Framework for Kosovo.



The opening ceremony of the International Seminar for Curriculum Experts in Latin America, Maldonado, Uruguay, 31 July 2000

Campana, Argentina: an experience worth replicating

Following the decentralization policies carried out in Argentina, the national education system has made some progress towards a more pluralistic and flexible federal system. The schools are supposed to have more autonomy, but principals and teachers are not always able to benefit from that autonomy.

With more than 8.5 million inhabitants, the Province of Buenos Aires is the largest and most heavily populated in Argentina. Campana, an average-sized town, enrols approximately 25,000 of the almost 4 million pupils in primary and secondary education in the province. Its economy benefited from the wave of Argentine industrialisation following the Second World War and is affected by the economic recession that began in 1999.

From 1994 to 1998 the schools of Campana had received, on the one hand, the usual financing provided by the provincial government and, on the other hand, considerable funding from private local sources, mainly from the industrial firm SIDERCA/TECHINT. It was believed that these additional contributions would lead to the local children and adolescents achieving results higher than the average.

As this was not the case, an evaluation was conducted to examine the reasons. The Buenos Aires Office of UNESCO's International Institute for Educational Planning (IIEP) carried it out and provided outcomes and suggestions to improve teacher's participation in curriculum development. The provincial government, the local authorities and the enterprise SIDERCA/TECHINT invited the IBE to set up a local network to generate a school-based co-operative curriculum development process. The process is very successful: local curricular proposals and strategies have been developed by the concerned teachers and are being used with good results. They serve to promote meaningful learning processes in all the schools of the community.

The IBE expertise used in Campana is now available to be used in further local-based curriculum development processes led by municipalities and other local authorities.

Photo: UNICEF/Francene Keery

Curriculum development for working children in India, 2001-2003

This action-research project aims to improve the quality and effectiveness of accelerated non-formal primary education (NFE) for working children. Initially focused on children withdrawn from the carpet-weaving industry, it is now being extended to children in the glass and bangle-making area in the northern Indian state of Uttar Pradesh. The project is being undertaken by an Indian NGO, Initiative for Social Change and Action (ISCA), and supported jointly by the IBE and the UNESCO office in New Delhi.

The first phase has included the review of the state primary curriculum and an analysis of primary textbooks as part of the training of master trainers. This process of bottom-up curriculum development has been based on an analysis of the Minimum Levels of Learning (MLL) and competencies in languages, mathematics and science curriculum for grades 1-5. This analysis has served as the foundation for an accelerated alternative three-year primary track that may allow for the mainstreaming of working children into the school system.

The teachers trained in this pilot project are working in NFE schools supervised by civil societies and NGOs under the guidance of the District Child Labour Societies of Allahabad, Varanasi, Mirzapur, and Bhadhoi. The teachers are being monitored by the master trainers who visit and observe teaching practice, as well as providing support and guidance in the classrooms. Assessment of learning achievement among a sample of pilot schools has been encouraging and serves as a basis for the refinement and extension of the methodology to other schools. The goal is to have this methodology and training provided systematically by the Ministry of Labour and Ministry of Education, who—jointly with the voluntary organizations, UNDP, ILO, Norad and the Ministry of Social Justice—are sponsoring these NFE schools for working children.

Collaboration through action-research: citizenship education in the Caribbean

At the first exploratory seminar organized by the IBE in Cuba in 2001, the need to reinforce citizenship education in the region was assessed. The first part of follow-up activities took the form of a stock-taking evaluation study on national policy and practice in citizenship education in the English-speaking countries of the Caribbean carried out in 2002. The study, to be published in 2003, examined particularly the way in which policy on citizenship education is reflected in teacher-training curricula. The results of the evaluation may serve as input for a training workshop in Jamaica (2003) with a view to forming a number of curriculum/teacher-education specialists in critical aspects of education for citizenship. This workshop will be held in collaboration with UNESCO's Kingston Office and the University of the West Indies. Among other institutions involved are the Teachers' College, Columbia University, United States of America, and the curriculum development departments of the ministries of education in the region. The objective of the workshop is to initiate or strengthen a targeted, holistic approach to curriculum development and the implementation of citizenship education in Caribbean schools. It is also designed to foster on-going professional developments and networking in the field of citizenship education among Caribbean educators. Another outcome will be the production of training materials on citizenship education for curriculum developers and teacher educators. The project also intends to document a selected number of promising innovations on citizenship education in the sub-region.

Photo: UNICEF/Francene Keery

Conflict-affected societies: curriculum change and social cohesion

This is an example of a collaborative action-research project led by the IBE. It involves the creation of case-studies relating to:
Bosnia-Herzegovina, Guatemala, Lebanon, Mozambique, Northern Ireland, Rwanda, Sri Lanka.

There is growing concern among international educationists with the multiple ways in which school education relates to social cohesion. This is most clearly addressed in debates about the dialectical relationship between schooling and violent conflict. A better understanding of the multifaceted articulations between education and violent conflict are also increasingly informing educational policy and development. Such an understanding appears so crucial to curriculum renewal that it is at the heart of educational reform in all societies.

While the above action-research project in general is informed by a broad, peace-building approach, the case studies shall adopt a socio-educational approach that traces the processes of the social construction of educational knowledge at the level of official school curricula—from policy formulation to implementation. The main focus of these studies is on the factors (social, political, historical and pedagogical) that shape the process of curriculum reform in conflict-affected societies, outlined in detail in a framework developed collectively with the national case study co-ordinators. The documentation of these factors is implicitly understood as contributing to local capacity-building as it informs and reflects the on-going curriculum reform, and will be more explicitly elaborated in the form of training materials designed for curriculum developers through a comparative analysis of the final case study reports.

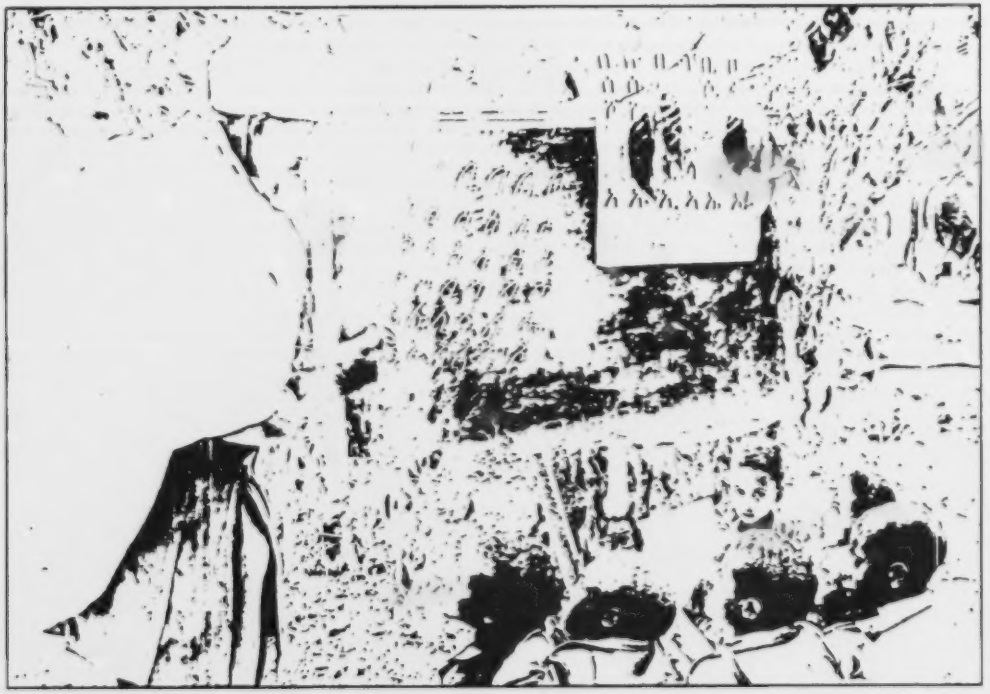
This action-research project adopts a peace-building approach to education with a longer-term perspective that seeks to build on local inputs and resources, acting as a catalyst and creating opportunities for the strengthening of processes of educational change already introduced. In other words, the documentation of the case studies is to be linked, to the extent that is possible, to processes of curricular renewal currently underway in each of the contexts.

Upon completion of the case studies, a further opportunity to contribute to the reform process has been envisioned through the development of training materials based on a comparative analysis of the case studies. In addition to providing lessons learned from the diverse contexts, the training materials hope to provide a methodology to facilitate policy dialogue around contentious issues in any one context by providing the opportunity for examining the way in which the same issues are articulated in other contexts. A crucial aspect of this project is the possibility of facilitating the points at which the documentation of the case studies and the training materials are able to re-inform and contribute to the on-going curriculum change process.

The aim is to develop a better understanding of the issues that determine legitimate and sustainable processes of change in the school curriculum with a view to enhancing social cohesion. Both the case studies and the analytical framework derived from the case studies shall serve as resources for the design of training materials for curriculum developers. The specific objective for 2002-2003 is to produce seven case studies on processes of curriculum change in conflict-affected societies.

The case studies shall adopt an approach that traces the processes of social construction of educational knowledge at the level of official school curricula—from policy formulation to implementation. The case studies shall seek to identify the social, political, historical and pedagogical factors that affect the construction and implementation of *national and local curricula frameworks. The main* focus of these studies is on the factors that shape the process of curriculum reform in conflict-affected societies that are outlined in detail in the collectively developed framework.

Some of the IBE's partners are: the International Institute for Educational Planning (UNESCO-IIEP); the Social Science Research Council (SSRC); the World Bank; the Department for International Development (DfID); the Swedish International Development Co-operation Agency (Sida); and the Institut universitaire d'études du développement (IUED, University of Geneva).



The IBE strategy of disseminating innovations and analysing trends

One of the three basic programmes of the IBE is the Resource Bank and Observatory of Educational Trends. The strategic aims of the IBE in this programme are:

- *To manage and augment a collection of official and other curriculum- related documents*, and web links to such materials; as well as other materials, such as case studies and research findings, concerning: the structures of education systems; the processes of curriculum development and the way in which their results are actually implemented; together with related cases of good practices and innovations.
- *To gather and analyse training and resource materials* that will serve to support appropriate curriculum construction and development processes.
- *To conduct analyses and evaluations of educational innovations and curriculum development processes* that will support networking-based curriculum development processes emphasizing education for learning to live together, in particular a process-oriented and socially-inclusive education that fulfils learning needs and promotes universal human values.
- *To make available and disseminate materials* created or collected by the IBE, and to disseminate information about other recommended or relevant materials existing elsewhere.

The Resource Bank. A *Resource Bank* on curriculum development has been set up at the IBE, where paper publications and electronic information is collected, stored and disseminated. A linked activity is an *observatory of trends* in contents and methods of education for living together. Many projects affecting the

Outputs for 2002-2007 of the
RESOURCE BANK AND
OBSERVATORY OF TRENDS PROGRAMME

- A wide-ranging collection of official and other curriculum-related documents, and web links to similar materials.
- A set of studies produced on selected aspects of official intended curricula, as well as curriculum-making and development processes.
- Other comparative studies and analyses produced in line with the existing needs and demands.
- Suitable contributions that complement those expected from the other UNESCO institutes produced within the framework of the follow-up to the Dakar Framework for Action.
- The IBE's existing data banks (e.g. *World data on education* - CD-ROM and online database; *Country dossiers*; and *RelatED* - good practices and innovations) updated, expanded and increas ingly focused on curricular issues.
- Numerous reports, documents, periodicals and booklets published, including: *Prospects*, UNESCO's review of comparative education; INNODATA monographs; *Educational INNOVATION and information*, the IBE Newsletter; *Educational Practices* series - an International Academy of Education/IBE production; and *Trends* series (formerly Reports on seminars and meetings).
- Enhanced website system and user interface.
- Contribution to the EFA Global Monitoring Report, to the Report of the United Nations Rapporteur on the Right to Education and to gender sensitive issues in the curriculum.

contents and methods of education have been identified. Some of them took place with external support, and some were implemented in areas of poverty, exclusion, or special environmental conditions. The context, description and results of such projects are often unpublicized or inaccessible outside the country of origin. Thus, some projects end up being of only limited usefulness in demonstrating to other States, policy professionals, curriculum developers, educators and others what has and has not been done successfully elsewhere. This lacuna in the storage and distribution of information represents an unfulfilled potential and a wasted opportunity for informed curricular and educational development and reform everywhere.

The resource bank manages a collection of the required information. This work includes: anticipating the needs of its users; developing criteria for collecting, classifying and analysing it; and ensuring swift access to it. The policy-dialogue and capacity-building strategies of the IBE benefit from this information; they also guide it, as developments in these areas highlight missing and useful directions of information selection and information flow.

Three of the major databases of the IBE resource bank are: *World data on education*, the *Country dossiers* and *RelatED* on cases of innovation. RelatED is the successor to two previous databases—INNODATA and *Bridge*. Information for these is being collected on: current official documents, including official curricula; curriculum development methodologies and processes; and innovations related to the broad theme of learning to live together.

Descriptions of numerous relevant and interesting programmes and projects in the field of education have been identified and/or collected by the IBE for its resource bank. Collecting and disseminating descriptions and analyses of them is a way of fuelling the processes of reflection and

PROSPECTS

UNESCO's quarterly review of comparative education

PROSPECTS, UNESCO's review of comparative education, published by the IBE, is the only educational review to appear quarterly in Arabic, Chinese, English, French, Russian and Spanish. For scholars in many countries it is the only source of information on international educational problems available in their national language.

For more than thirty years, the journal has served as a platform for the exchange of ideas on current and controversial educational themes. Unlike other well-known specialized educational reviews in English, French and Spanish, *PROSPECTS* seeks to give the floor to authors of various geographical origins in a balanced way. In other words, it adopts a strongly *international* approach, which makes it unique in its domain, dominated by North American/European academe.

In 2003, the following themes will be discussed on the pages of *PROSPECTS*:

- Curricular change: a global perspective
- Education and religion: the paths of tolerance
- Environmental education: a pillar of sustainable development
- Euro-Arab dialogue: an educational bridge?

Since 2002, the production of the English version of the journal is carried out by Kluwer Academic Publishers, P.O. Box 17, 2200 AA Dordrecht, The Netherlands.

action at regional and national policy levels, as well as at the level of schools, individual teachers and of societies themselves.

The Observatory of Trends. The IBE is carrying out a series of studies on its field of competence that covers trends and patterns in current curricula as regards contents and methods. They also cover descriptions and analyses of curriculum development processes, as well as any other educational innovations selected from the resource bank. In this work, special emphasis is being given to those initiatives that are of wide or special interest because they have contributed to education for living together. Three to six studies a year are being produced at the IBE.

The studies are being linked wherever possible to developments in the capacity-building and policy-dialogue programmes of the IBE.

* * *

The *Resource Bank* and the *Observatory of Trends* are facilities intended to respond to the need, among schools and education service agencies at various levels from the local to the global, for wider sharing and comparison of each others' educational practices, especially the innovative ones. Practices may

INNODATA: the monographs of the IBE

1. **The secondary education certificate and matriculation examinations in Malta**, *by Ronald G. Sultana*. 32 p.
2. **The science of thinking, and science for thinking: a description of Cognitive Acceleration through Science Education (CASE),** *by Philip Adey*. 40 p. (exists also in French and Spanish)
3. **Systems of knowledge: a case study of curriculum innovation in Malta,** *by Joseph Giordmaina*. 40 p.
4. **Climbing the ladder: A case study of the women's secondary education programme of Allama Iqbal Open University, Pakistan**, *by Riffat Haque and Syeda Najeeba Batool*. 32 p.
5. **Curriculum innovation in Portugal: the *Área Escola*—an arena for cross-curricula activities and curriculum development,** *by Gertrudes Amaro*. 56 p.
6. **La pédagogie convergente: son expérimentation au Mali et son impact sur le système éducatif**, *by Samba Traoré*. 48 p.
7. **Tools of the mind: a case study of implementing the Vygotskian approach in American early childhood and primary classrooms,** *by Elena Bodrova and Deborah J. Leong*. 40 p.
8. **Reciprocal teaching: the application of a reading improvement strategy on urban students in Highland Park, Michigan, 1993-1995,** *by Carolyn J. Carter (with special assistance from Diane F. Fekete)*. 39 p.
9. **Creating new choices: a violence prevention project for schools in Australia**, *by Maree Sidey (assisted by Theresa Lynch)*. 51 p.
10. **Ecole propre—Ecole verte: une voie pour qualifier l'école, mobiliser la communauté et protéger l'environnement—une expérience guinéenne à partager,** *by Lamine Barry*. 40 p.
11. **The Invention Curriculum: a Malaysian experience**, *by Ahmad Mohamad Sharif and Kong Meow San*. 36 p.
12. **The Attunement Strategy: reclaiming children's motivation by responsive instruction,** *by Luc Stevens, Wim van Werkhoven and Jos Castelijns*. 44 p.
13. **SIDA saber ayuda: un programa interdisciplinario para la educación secundaria,** *by Joaquin Pratz*. 48 p.
14. **El ciclo básico de la educación secundaria: una innovación curricular e institucional: consensos y conflictos,** *M. Verocai, et al*. 2003.
15. **Curriculum development for working children** (provisional title). 2003.
16. **The Campana school network: the case of local curriculum development.** *L. Fumagalli and A. Brito*. 2003.

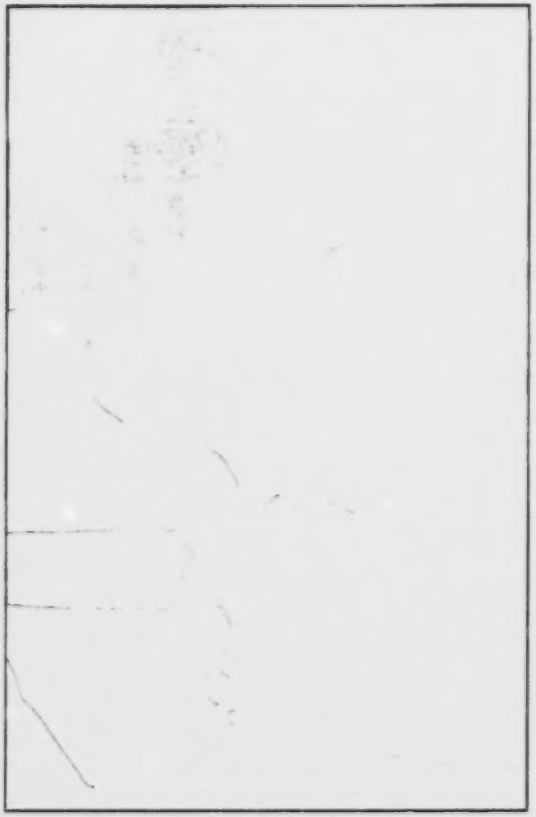
The Educational Practices series published by the IBE and the International Academy of Education (Series editor: Professor Herb Walberg)

1. **Teaching,** *by Jere Brophy*. 36 p.
2. **Parents and learning,** *by Sam Redding*. 36 p.
3. **Effective educational practices,** *by Herbert J. Walberg et Susan J. Paik*. 24 p.
4. **Improving student achievement in mathematics,** *by Douglas A. Grouws and Kristin J. Cebulla*. 48 p.
5. **Tutoring,** *by Keith Topping*. 36 p.
6. **Teaching additional languages**, *by Elliot L. Judd, Lihua Tan and Herbert J. Walberg*. 26 p.
7. **How children learn**, *by Stella Vosniadou*. 30 p.
8. **Preventing behaviour problems: what works,** *by Sharon L. Foster, Patricia Brennan, Anthony Biglan, Linna Wang and Saud al-Ghaith*. 30 p.
9. **Preventing HIV/AIDS in schools**, *by Inon I. Schenker and Jenny M. Nyirenda*. 32 p.
10. **Motivation to learn**, *by Monique Boekaerts*. 26 p.
11. **Academic and social-emotional learning,** *by Maurice J. Elias*. 32p.
12. **Teaching reading** (provisional title).
13. **Teaching young children** (provisional title).
14. **Teaching science** (provisional title).

be fruitfully shared in the form of educational curricula, including both the content, and the pedagogical and institutional frameworks involved. The IBE makes these facilities available to help ensure that the international community may sustain a broad, rich flow of such public information. This is being done in the hope that learning processes, curriculum development processes, and educational perspectives will thereby be enhanced. International agreements on content may eventually be envisaged in certain fields of learning, and such information flows would facilitate and support future decisions on international certification and evaluation.

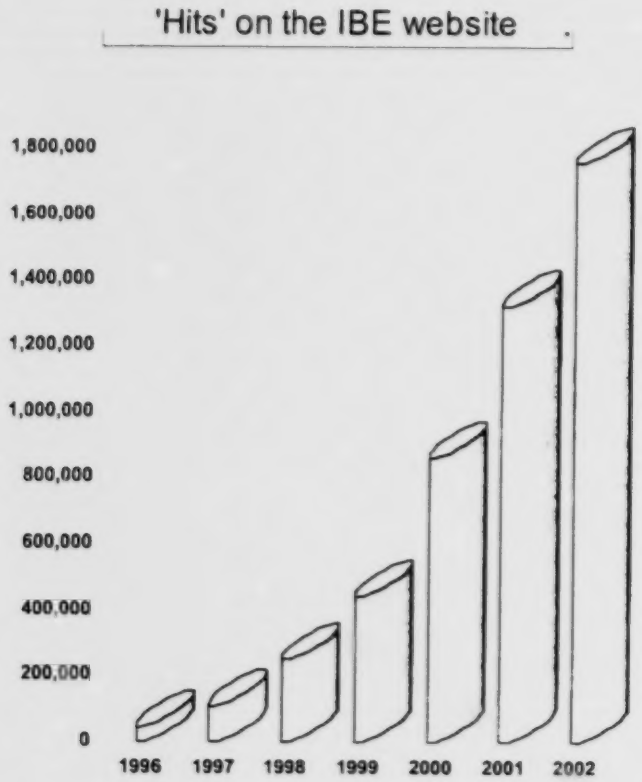
Educational institutions at all levels frequently need to use relevant information about what content is taught elsewhere, and about what frameworks and methods are used in teaching. When they come to the revision of curricula, they often need to know how such processes are conducted elsewhere. What capacities were present? What goals and guidelines were involved? And so on. When related capacity-building activities, such as training and organizational development, are under way, these activities too are enhanced by authentic information about educational contexts elsewhere.

The proper collection and redistribution, both pro-actively and on demand, of such descriptive and analytical information about educational experts, products, change processes and practices is intended to be useful in the development of many education systems in the world. It is also particularly intended as a contribution to the annual Education for All Global Monitoring Report and for the Report of the Special Rapporteur on the Right to Education. By the development of its Resource Bank and Observatory of Trends, the IBE cooperates initially with academic staff of the Universities of Stanford, United States of America; Pennsylvania, United States of America; Jerusalem, Israel; Addis Ababa, Ethiopia; San Andrés, Argentina; and Zurich, Switzerland. The IBE also maintains close professional collaboration with the Association francophone d'éducation comparée (AFEC), the International Organization for the Development of Freedom of Education (OIDEL), the World Council of Comparative Education Societies (WCCES) and other organizations concerned with comparative research on education.



The IBE website is attracting more and more users ...

The chart below shows total hits to the rich website of the IBE at: www.ibe.unesco.org
Various resources are made available, including databases, reports, publications, directories of links and so on. Many visitors to the site have downloaded the materials they find there.



The IBE strategy of facilitating and promoting dialogue for policy-making

The IBE's third basic programme consists of facilitating and promoting policy-creating dialogue on educational, and especially curricular, issues at international, regional and national levels. The strategic aims in the Policy-Dialogue Programme are:

- To *facilitate and foster dialogue among policy-makers* and other stakeholders about educational change at world, regional, national and any other levels, likely to enhance policies, curricular change processes, curricula, and their implementation and local adaptation.
- To *promote, among policy-makers and other stakeholders, inclusive quality education* seen as a process of learning to be, learning to learn, learning to do and especially as learning to live together, and to help orient curricula to the interests of humanity as a whole.

Policy dialogue in the present context is the exchange that takes place among stakeholders of education systems with the aim of determining or influencing educational policy. The IBE is stimulating policy dialogue and enhancing it in the direction of quality education for living together. It is seeking also to help orient policies and curricula in the direction of universally shared values. It is seeking to promote curriculum change that is empowerment-based and participatory.

Information by itself rarely leads to policy decisions. A role of policy advocacy based on inspiration and persuasion is required. This means, in effect, mobilizing the attention of stakeholders.

At a global level, the major contribution of the IBE in this area is the International Conference on Education. This Conference has been organized by the IBE on behalf of UNESCO for many decades. It was the first and, for a long time, the only international gathering of ministers of education, particularly during the period 1934–1970. This is a forum where

The forty-sixth session of the International Conference on Education, Geneva, 5-8 September 2001

'Education for all for learning to live together: contents and learning strategies—problems and solutions'.

This Conference was organized by the IBE on behalf of UNESCO. More than 600 participants, including 80 ministers of education and 10 deputy ministers, from 127 of UNESCO's Member States took part in the debates, together with representatives of nine intergovernmental organizations, thirteen non-governmental organizations and three foundations.

In response to the wish expressed on many occasions by ministers at earlier sessions of the Conference to enter into a genuine, in-depth political dialogue, the IBE Council decided to change the structure and organization compared to those of previous sessions. Consequently, the proceedings took place as follows: a major introductory debate; two discussion units, each consisting of three parallel workshops (panels) followed by a plenary summing-up meeting; a major concluding debate; a closing meeting.

A special meeting, chaired by Mr Koïchiro Matsuura, Director-General of UNESCO, took place in the morning of 8 September on the theme of the involvement of civil society in promoting education for all. That meeting was highly appreciated by many participants and was a rewarding part of the Conference in that it was conducive to dialogue and exchanges.

Among the innovations marking this session of the Conference was the substantial use of audio-visual and information and communication technologies (videos, recording of a television programme (round-table of ministers) with the assistance of the local television station *Léman Bleu*; presentation of some 100 good practices on the Conference's website; summaries of the proceedings accessible on the Internet the following day, etc.). Other innovations were also introduced in the preparatory phase of the Conference (Netforum, messages of ministers, website). Two special editions of *Prospects*, UNESCO's quarterly review of comparative education, were devoted to the Conference's theme.

The organization of the Conference was made possible due to many partnerships, in the form of intellectual and/or financial contributions made by ministries of education, national commissions for UNESCO, research and training centres of several countries (Argentina, Canada, Cuba, Czech Republic, Denmark, Finland, France, Germany, Japan, Malaysia, Netherlands, Norway, Spain and Switzerland), UNESCO's Dakar Follow-up Unit, the Commonwealth of Learning, the training programme for bilingual intercultural education for the Andean countries (PROEIB-ANDES), the BERUM project (Peru), the University Institute for Development Studies (IUED, Geneva), the City of Science and Industry (Paris) and the Centre for the Study of Violence and Reconciliation (South Africa). The organization and, more particularly, the smooth running of the Conference were also made possible through the active collaboration and support of various UNESCO units (the Education Sector, various institutes, regional offices and other services, such as interpretation and public relations).

The reactions gathered at the Conference itself and afterwards have been overwhelmingly favourable. Even though there is still room for improvement,

the participants welcomed the innovations and the fact that the proceedings of the session were essentially focused on dialogue and exchange. The document *Conclusions and proposals for action* was adopted at the closing meeting. The book of the forty-sixth ICE—*Learning to live together: have we failed?*—has been prepared by the IBE and a CD-ROM containing the Conference documentation is also available. Furthermore, the proceedings of the seminar that immediately preceded the ICE have also been published in book form: Audigier, F.; Bottani, N., eds. *Education et vivre ensemble : actes du colloque 'La problématique du vivre ensemble dans les curricula'*. Geneva, SRED/FaPSE/IBE, 2002.

Outputs for 2002-2007 of the POLICY-DIALOGUE PROGRAMME

- A series of policy dialogue events on major controversial issues organized.
- The forty-seventh session of the International Conference on Education held.
- Reinforced capacities for a number of policy-making teams, with a focus on Sub-Saharan Africa and South-East Asia.
- A coherent modular course for capacity building for policy dialogue on educational issues made available.
- A group of young students and research ers trained in capacity building for policy dialogue.

Ministers of Education, educational specialists and others working in the field talk to each other on issues of quality, equity and inclusion—and usually try to reach consensus. The IBE engages and encourages the academic community and representatives of the civil society to take part in the Conference.

The forty-sixth session of the International Conference on Education was held in September 2001. It was organized and financed by institutions and by countries from the six continents (see box on page 36).

The work of conducting, or stimulating, policy dialogue is complementary to the information-supply and the capacity-building work of the IBE. Thus, for example, an education system's stakeholders must first of all consider certain situations as problems amenable to a solution, and as being urgent or important enough to be attended to. Often, stories about cause and effect are used to illustrate a situation in such a way that it is recognized to be a problem. The IBE supplies case studies for such purposes from its resource bank and observatory of trends. Solutions are especially chosen that have a reasonably scientific basis, having been analysed and evaluated successfully elsewhere, and having, if possible, clear and credible explanations of events, costs and benefits.

Photo: Jean Piaget (1896-1980), the famous Swiss psychologist, Director of the IBE from 1929 to 1968, responsible for setting up the International Conference on Education

As another example of the complementarity of the basic IBE programmes, it has been noted that political and educational decision-makers who are themselves engaged in policy dialogue require certain capacities for conducting this dialogue to high standards. Thus, the IBE is currently engaged in a capacity-building programme for participants of such dialogue, to enhance communication and negotiation skills and other competences required by these actors. This programme includes corresponding training sessions, and will be expanded to cover more competencies and more actors. In these areas, the IBE is working with the Faculty of Psychology and Educational Sciences of the University of Geneva (FPSE), the Association for the Development of Education in Africa (ADEA) and the Université d'été des droits de l'homme et du droit à l'éducation (UEDH). The project of capacity building for policy dialogue in education is supported by the Ministry of Foreign Affairs of France and the Geneva International Academic Network (GIAN).

40

Selections from the Conclusions of the forty-sixth session of the International Conference on Education, 2001

21. The development of international co-operative activities to improve the quality of education for learning to live together for all should be based on six main principles:

- Strengthening the function of the IBE as an observatory of trends, as well as its role in the development of easily accessible databanks and information systems.
- Collecting the results of educational research on the development of contents, undertaking comparative studies at the sub-regional and regional levels, and their worldwide dissemination.
- Setting up co-operative networks at the international, regional and sub-regional levels facilitating the exchange of experience and promoting joint projects in order to strengthen endogenous capacities.
- Training educational decision-makers in policy dialogue so as to encourage the definition of common objectives, the search for consensus and the mobilization of partnerships.
- Experimenting with new modalities of technical assistance provided by bi- or multilateral co-operation agencies, in order to emphasize not only North-South but also South-South collaboration.
- Strengthening of partnerships between UNESCO and other relevant intergovernmental organizations.

...

22. The conclusions of the forty-sixth session of the International Conference on Education are communicated to the General Conference of the Organization in order to be taken into account in the process of reflection and to reinforce, in the short, medium and long terms, the programme of action of UNESCO, the International Bureau of Education and the other specialized institutes with a view to improving the quality of education.

From the Director-General of UNESCO

Koïchiro Matsuura

Preparations for the forty-seventh session of the International Conference on Education:

I have already asked the IBE Council to begin working on the next ICE and the thematic concerns it should address. One possibility is that the next ICE will be devoted to deepening our knowledge and understanding of the education/poverty nexus, particularly in terms of how curriculum design and teaching/learning practices can be related meaningfully to the struggle against poverty in all its forms and dimensions.

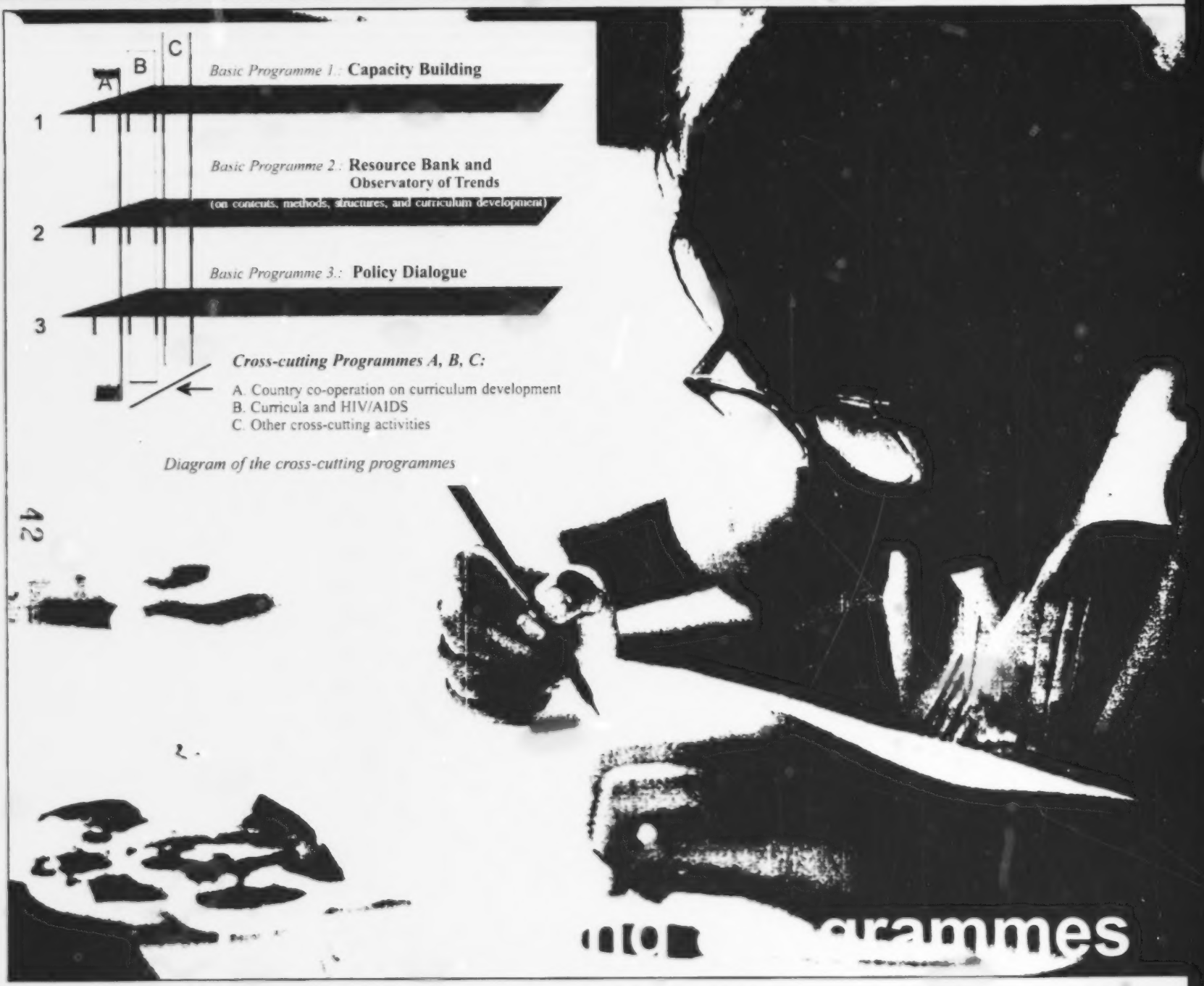
This agenda could include such questions as the relation between education and migration; the place of preventive education concerning HIV/AIDS in all types and levels of education; education and social exclusion, with particular attention to youth; and the curricular and pedagogical aspects of schooling that serves poor communities. The essential contributions of teachers and civil society will continue to figure centrally in our dialogue.

In the time intervening until the next ICE, I am sure that we will have the chance to deepen and extend our knowledge and understanding of the relationship between poverty and education. Such a theme, by the way, would stay firmly within the framework of UNESCO's strategic orientation for the period ahead, namely, the humanization of globalization.

K. Matsuura

UNESCO

Diagram of the cross-cutting programmes



Country co-operation on curriculum development

In responding to country requests, the IBE undertakes to deliver the materials and information that are specifically needed by the country partner. In assembling these results, the IBE uses elements and modes of action from in its three basic programmes. The IBE can in this way contribute in a very direct manner to the quality of education in certain partner countries, provinces and local environments.

The strategic objective of this programme is:

- To provide *advisory services to UNESCO Member States*, provinces and local governments, at their request, on the evaluation of existing curricula and curriculum processes, on undertaking curriculum reforms, and on designing curricula and related teaching materials.

The appropriate authorities request the IBE to contribute to the setting up of context-based capacities for curriculum development. In a collaborative manner, tailored interventions then take place that support one another: policy-creating dialogue is facilitated; required skills are identified and formed through training and study-visits; and required knowledge is identified and supplied through documentation of relevant cases and analyses.

In recent years, the IBE has been involved directly in curriculum assessment and development processes with very different characteristics in local communities and countries such as: Peru, Bolivia, Uruguay, Campana (Argentina), Kosovo, Afghanistan and India (see pages 23-27 and 43).

One of the major country co-operation projects in this period is the project on relative timetable weights of school subjects jointly held with the Gulf Arab States Educational Research Centre (GASERC) and its parent body, the Arab Bureau of Education for the Gulf States (ABEGS), with the involvement of the six Arab Gulf Countries (see page 43).

Some of these activities are conducted in a partnership with UNESCO Member States, UNESCO regional and national offices and other organizations and agencies both within and outside the United Nations system. The IBE also arranges upon request *Customized Intensive Team Training with Study Visits*. Normally, this activity is applicable to cases where the

Consultation in Kuwait - GASERC and IBE

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Outputs for 2002-2007 of the COUNTRY CO-OPERATION PROGRAMME

In each case, outputs are agreed between the IBE and the requesting country or entity on the conduct of direct technical support or intensive team training during study visits.

partner country is faced with a well-defined challenge and where the education-related specialists wish to familiarize themselves with different solutions to similar problems that other countries have faced.

The emphasis here is on supplying to a team of curriculum-related specialists or decision-makers the information and guidance required for self-training. International team-visits are part of the learning programme. The IBE facilitates visits by a national curriculum reform team to institutions—often in Europe—where the team can interact directly with the protagonists and contexts of educational policies, programmes and innovative projects. These are selected in each case so as to be directly relevant and beneficial to the challenges that the travelling team faces with the curriculum in its own country.

When the places to be visited are selected, this decision is based on information drawn from the IBE Resource Bank of documents related to curriculum development, or on inter-agency agreements through which the Bureau co-operates with other key institutions. Examples of the latter are: COLUMBUS Programme of the European Union, the University of Geneva, the Ministries of Education of France, Geneva (Switzerland), the Netherlands, Portugal, Scotland (United Kingdom) and Spain, amongst others. To the participants, the IBE supplies databank materials, guidance for the design of interviews and for observations during field visits, a courier and translators for the visits, briefings and seminars on the transferability of specific innovations.

Curriculum reform in the countries of the Gulf Region

There is a role for the IBE in improving regional co-operation through mobilization of international expertise in curriculum and time management, as a partner of the Arab Bureau of Education for the Gulf States (ABEGS), and the Gulf Arab States Educational Research Centre (GASERC).

The six countries of the Gulf Region, through their Gulf Co-operation Council, are engaged in a visionary process of educational reform - they wish to reform curricula and modernize education systems within the perspective of respect for the cultural identity of the region. ABEGS, based in Riyadh, has been assigned the co-ordination role in this process.

They are implementing a multi-sectoral plan for curriculum reform, and one project within this activity relates to time management within school curricula in the countries of the region. The distribution of the various subjects, and other factors relating to teaching and learning time, is being revised for compatibility with quality education and with the changes being made in school subjects in the region and the world.

At the beginning of 2002, the IBE was requested to reinforce the regional capability for setting and revising subject-time allocations in close collaboration with GASERC. An action plan for this collaboration has been agreed upon. It includes the setting up of a workshop in the Gulf Region, with the aim of facilitating co-operative decisions on the part of the Gulf countries, and the strengthening of relevant technical capabilities at the regional level.

As part of its duties in this action plan, the IBE is providing case studies on time management and on the impact of time allocation and distribution in the learning outcomes of students. Six special cases have being chosen together by the partners involved: Germany, Sweden, Japan and Switzerland, and also the cases of the International Baccalaureate Organization (IBO) and Home Education.

The set of studies and the methodology to make decisions on time management by curriculum developers are available for further use as needed in other countries and regions of the world.

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Outputs for 2002-2007 of the CURRICULA AND HIV/AIDS PROGRAMME

- A profile of the required information and information flows.
- A functioning clearinghouse with an infrastructure, a team of collaborators and a procedures manual.
- Tools for better appraisal of curricular-making, implementation and assessment for HIV/AIDS preventive education made available.
- A comprehensive series of curricula for HIV/AIDS preventive education made available on-line.
- A set of appraisal documents made available on-line.
- Improved dialogue and exchange among policy-makers and practitioners on good practices in the field of HIV/AIDS education.

The Global Content Bank on Education for HIV/AIDS Prevention

The main aim of the Global Content Bank on Education for HIV/AIDS Prevention (GCBEH) is to systematically document and analyse initiatives in formal education (primary and secondary education, and teacher-training institutes) worldwide designed to provide school-based HIV/AIDS education. This web-based clearinghouse service is intended to provide professionals in curriculum design, development and implementation, researchers and policy makers with information and documentation to support their work in this key educational area. The GCBEH aims to provide a comparative perspective of curriculum development and practice in the various disciplinary areas through which education pertaining to the HIV/AIDS epidemic is taught. In close collaboration with other international as well as national institutions working in this field, it seeks to identify good or promising educational practices which may be replicated in other settings.

Responses to a questionnaire sent by the IBE to several hundred educational institutions worldwide and an experts' group of leading professionals in the field are assisting in orienting the clearinghouse more closely to the needs of users, and are also a valuable means of acquiring curricular materials. The focus of the GCBEH is a web portal which features databases of documents, images and experts, research reports, updates on relevant meetings and conferences, news items, etc. The clearinghouse will also disseminate in printed format, bibliographies, syntheses of research, guidelines for curriculum development, etc., to institutions and individuals not having access to the Internet.

Curricula and HIV/AIDS

More prevention and educational work on HIV/AIDS is needed. The IBE has set up a programme on HIV/AIDS curricula that draws upon the resources and modes of action of all the three basic programmes of the IBE related to capacity building, documentation and the analysis of trends, and policy dialogue. The strategic aims of this programme are:

- *To gather and appraise curricula for HIV/AIDS prevention* at the primary and secondary levels of formal education as well as at teacher-training institutes
- *To provide access to research findings and other materials* that enable curriculum developers and others in the most affected countries—and in countries threatened by a full-scale HIV epidemic—to be better equipped with skills and knowledge in providing national and regional responses;
- *To develop and promote a dialogue on HIV/AIDS contents in school curricula among policy makers, curriculum specialists and practitioners.*

The activities under way to reach these aims are geared towards the provision of information-management, knowledge-transfer and capacity-building services within the areas of competence of the IBE. They are aimed at preventing HIV/AIDS infection, increasing the self-empowerment of learners at risk, and providing training to individuals and institutions that work on the development and implementation at the school level of educational programmes for combating the disease.

One of the projects under this programme is a curriculum clearing-house for educational responses to HIV/AIDS. The IBE Clearing-House for Curriculum Development on Education for AIDS Prevention is part of the UNESCO Strategic Programme on HIV/AIDS and of the Unified Budget and Work (UBW) plan approved by UNAIDS. It serves to help the interagency team to fight against HIV/AIDS all over the world

The clearing-house aims at the delivery of the overall information-management and knowledge-transfer service called for by the interagency UNAIDS programme and field-level agencies. Part of the work of the project involves evaluating and publishing the results of curriculum development processes and curricular contents and methods that have been used to prevent AIDS or to cope with AIDS-related consequences among various sectors of the affected societies. The project will organize and participate in conferences and seminars at the sub-regional, regional and international levels so that the information obtained through the clearing-house is effectively exploited in capacity-building.

Once information on HIV/AIDS in school curricula is gathered and well disseminated, and once curriculum developers and educators are well informed and skilful in the complex dimensions of introducing HIV/AIDS into school curricula, a fruitful dialogue can emerge. This project is aimed at facilitating policy-creating dialogue among curricular and other decision-makers. In this way, the IBE would support the development of well-informed and supportive national and international policies on HIV/AIDS education.

In this project, the IBE is co-operating closely with WHO, La Caixa (Spain) and other academic and developmental institutions. The IBE has provided the first contributions from the Global Content Bank on Education for HIV/AIDS Prevention to Nigeria and Brazil, in co-operation with the respective UNESCO field offices.

The College of Fellows

This is a high-level accompanying academic team, composed of selected scholars from all the regions of the world who are involved in IBE projects. The membership of the College of Fellows is renewed each biennium according to the IBE's on-going projects and activities.

PROSPECTS: Editorial Board

The Editorial Board of UNESCO's quarterly review of education—*PROSPECTS*—is composed of specialists in comparative education and high-level decisions-makers with a strong interest in comparative studies. Their mission is to contribute to the themes of selected issues, to viewpoints, articles on trends and profiles of world renowned educators who have influenced the history of learning and teaching. They are also involved in assessing unsolicited proposals for articles that have been submitted.

PROSPECTS: Correspondents

PROSPECTS correspondents help to identify authors from different countries and regions, and also suggest ideas for themes and articles for the different sections of the review.

COMPOSITION OF THE IBE COUNCIL, 2001–2003

1. Angola
2. Belgium
3. Cameroon
4. China
5. Colombia
6. Côte d'Ivoire
7. Cuba
8. Czech Republic
9. France
10. Haiti
11. Hungary
12. Indonesia
13. Jamaica
14. Japan
15. Lebanon
16. Lithuania
17. Malaysia
18. Morocco
19. Nigeria
20. Portugal
21. Republic of Korea
22. Russian Federation
23. Senegal
24. Spain
25. Switzerland
26. Thailand
27. United Arab Emirates
28. Zimbabwe

Mr Aziz Hasbi (Morocco), President of the IBE Council, 2002-2003

At the beginning of the period 2002-2007, the activities of the IBE were funded by: the UNESCO regular budget; extra-budgetary funds allocated to UNESCO for co-operative work with the Divisions of Educational Quality, Educational Policies and Secondary Education and field offices (for instance from the Bildungs-Ministerium für Technische Zusammenarbeit (BMZ, Germany) and the Japanese Funds-in-Trust); institutional allocations from the Swiss Confederation; and the Swedish International Development Agency (Sida, Sweden).

Its activities are also funded by the Ministry for Foreign Affairs of France (Direction générale de la coopération internationale et du développement), the Arab Gulf Countries, the Geneva International Academic Network (GIAN) and many other sources, depending on the project or activity.

Also at the beginning of the period 2002-2007, the IBE counts upon twenty-one permanent staff members, three high-level consultants on curriculum development and planning, a roster of more than 200 high-level consultants on specific thematic issues, five research assistants and agreements to receive interns with the Ministry of Foreign Affairs of Quebec and the Institute for Leadership Development (Canada), the Deutscher Akademischer Austausch Dienst (DAAD, Germany) and other institutions. More detailed and updated institutional information can be found on the IBE's website: www.ibe.unesco.org

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